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EDITORIAL

NEW PAY SCALES IN *PRIVATE COLLEGES*

We are very happy to learn that Government has issued orders permitting non-Government Arts and Training Colleges to implement the revised Scales of Pay recommended by the Madras Pay Commission for their teaching staff. Hitherto a certain proportion was met by the University Grants Commission towards the expenditure involved in giving effect to the revised pay scales. The State Government will now pay 25% of the extra cost in the case of Men's Colleges and 12% in the case of Women's Colleges, the balance will have to be borne by the Managements. The State Government grant would be admissible with effect from 1-6-1960 or the date of implementation in the concerned college, whichever is later.

We do hope that Managements will come forward generously to implement the proposals.

PENSION FOR TEACHERS

Pensions for teachers have not conferred that blessing and benefit which many a teacher has been anxiously longing to receive. There are many teachers who have had to wait for 3 years and 4 years before they could get their small emoluments by way of pension. There have been loud protests against the inordinate delay in this respect and there are some who have not got their pension yet although it is now more than 4 years in certain cases. In some cases people have gone to their rest before they could experience the benefit of their pension. The main difficulty about pension for teachers arises from the fact that teachers in non-Government institutions have not had the same status, conditions of service ; no record of their service was insisted upon for many long years. The introduction of the Service Register for teachers in Secondary Schools is only of recent origin. Even there copies of service registers were not available for about 18 long months, details of past service, status, salary etc. were not entered with any care, as the significance of these records for pension purposes was little realised in those days or by managements. Likewise teachers have not been careful to insist upon the continuity of service, specially when the change was effected from one institution to another institution. In the case of those who serve in Secondary schools as well as in elementary schools, greater difficulties have been experienced since some of the elementary schools in which they served had gone out of existence, or in the case of some, the schools were taken over by the Andhra Government. Naturally, it has not been easy to collect the clear, connected and coherent records for every teacher who applies for pension. In the case of Government employees it has been much easier to reckon the total period of service put in and the amount of pen-

sion to be granted, for the simple reason that their service conditions and salary scales are govered by uniform and definite rules.

We are of opinion that there should be a liberal application of rules in the case of teachers in aided institutions. Breaks in service should be condoned generously, transfers from institution to institution, variations in salary scales should be viewed as extenuating circumstances. Wherever information from institutions has not been available for the reason that they have become defunct or even transferred to some other State Government, we are of the opinion that no penalty should be imposed, since such difficulties are not of the teacher's making. After all, the teacher's pension is assessed at a low rate of the salary and not at half the rate as in the case of Government servants.

We are told that the old age pension which certain states are proposing as a social security measure is much higher and better than what our teachers in aided institutions in this state are now getting. We do hope that our Government will be generous enough, not only to apply the rules and regulations less rigidly in the case of aided teachers eligible to receive the pension but also to fix the pension at a higher and more liberal rate than what it is now.

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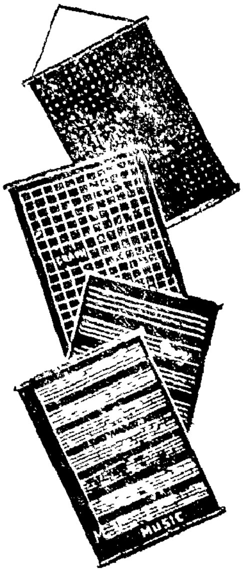

As many as thirty-seven years ago, I was born at Baramati, District Poona.

On account of my black colour I am called "MEGH" meaning as black as cloud. Although I am made of cloth, you can write distinctly on me with a piece of chalk. You can also clean me easily with a duster. As I am handy and portable I can be carried from one place to another without any difficulty, can be hung anywhere and can be unrolled before the learners for being used. Due to my Scientific colour, I am readable from any angle of vision. I am blessed by eminent educationists at home and abroad.

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EDUCATION AND MORALS

N. S. PADMANABHAN, B.A., B.T.,
Assistant. U.A.A.T. High School, Ammapet (Tanjore Dt.).

If education may be described as a process that prepares us for complete living, does the present system of education in schools and colleges go to substantiate the concept? Do the alumni that leave the portals of the Temple of Learning imbibe and possess the moral and mental stamina required of them to face the realities of life and have that spark in them to glorify themselves as well as the nation they belong to? A casual and an unbiassed observer would, of course, have some scruples in admitting an assertive and affirmative answer. Pronouncements by eminent educationists and statesmen made on the convocation platforms and other forums of thought and discussion have only testified the misgivings. True, rapid strides in the development of education in all its facets and phases quite in tune with modern trends and sentiments have been taken and reorganisations and reforms pertaining to the core, content and structure of the educational activity have been contemplated, planned and executed with utmost care and precision. Nevertheless, the at-times behaviour and conduct of those who flock in the universities and schools of today do but imply a lacking in their personal wholes, a gap in their acquisition of virtues, the in-take of which alone can mould them into fit citizens of the world order. It is the bounden duty of those interested in the making of it to have a genuine appraisal of the problem and try at its solution in an enduring capacity.

Centuries past, education was, so to say, a mere religious undertaking. The function was nothing more than 'initiation into the life of the spirit, a training of the human soul in the pursuit of truth and the practice of virtue'. The study of the sciences and arts mostly connected with life-situations had at the same time a definite bearing on religion and its tenets. Fortunately, religion did not then imply the narrow and ephemeral tendencies that it has now come to represent and its moral spirit premeated as well as sanctified the various courses of study. Seekers of knowledge left their courses in a humane and humble way, with hopes high and minds resolute. A vivid picture as to what role they had to play stood before them and guided them in their periods of trial and wane. Life was a mission for them and each, with his bubbling enthusiasm, was ready to undertake it in all seriousness and earnestness at his command. The curriculum was not the only effective ingredient. The environment, namely the school campus and the august presence of the teacher, was also the other healthy factors accelerating its creative-drive. The downfall of this excellent system of education with a religious bias was in sight as it began to run into narrow channels of thought.

During the medieval period, when the British rule was cast over us, both driven by necessity and caught under the lure of high-salaried jobs of authority and power, even the fundamental values of education became changed. National consciousness was conspicuous by its absence, the power that be taking care to stem it, if ever it began to manifest itself in some corner under any pretext. Winds of stark materialist philosophy began to blow from the West and as a result, people were more after a bread and butter goal in education, gradually

losing thereby their age-long faith in moral discipline. The semblance of orderliness and peace evident was that born out of outward authority and inward inferiority-complex. The seething mass of an avowed aversion to foreign power and the ideology it stood for was always there among the intelligensia but sheathed for the time being. The dynamism of the ancient days seemed to be under duress.

It was given to Gurudev Tagore, Mahatma Gandhi and Swami Vivekananda to fly the banner of revolt against the corrosion of personality that had by now been the marked feature of the educational process. They were pained to see that those who received the type of education then in vogue were only suited to fill in the places of machines. They strove hard to reorientate our educational system and themselves propounded schemes and operations in their model institutions. The Shantiniketan, the Sabarmathi and the Ramakrishna Mission sprang up to reflect the ideas and ideals true to the soil and tradition. Education was not to be a stepping stone to jobs. It had more meaning and a majestic mission to perform. So were the seeds of true educational reform sown in the early decades of this century.

The Reorganised courses of studies introduced in 1948 and subsequently in 1959 embodying some of the salient features of the previous systems missed the mark as it were in affording a 'man-making' education of their dreams. The classroom, furnished with a latest-fashioned syllabus and other assessories bearing the scent of the age and manned by personnel having the highest academical and technical talent required of them, yet seemed to possess a stigma of unworthiness about it. The instruction that was meted out was purposive but not wholesome. It was a grand success as far as it imparted all the facts and figures that were needed for its recipient to lead a mundane public life. Miserably did it fail to awaken the qualities of charity, love and tolerance, essential to prepare the youth to participate purposefully in what may perhaps be described the most exciting era in the history of mankind. The higher virtues of man were sought to be promoted by allocation of one period per week to moral instruction and that too without a definite syllabus thereof. Perhaps the upsurge of the secular cult in the political front was at the root of this mal-treatment of a subject of wide import like this. The extension of the frontiers of knowledge was no prelude to development of sobriety and restraint in the social sphere. Rightly or wrongly secularism of the Scientific Present cut across the canons of faith and tolerance that have been bequeathed to us by the Historic Past. Subscription to the views that secularism meant non-religion and even anti-religion and that religion meant only the variety of rituals and practices now in vogue led many a member of the modern society to scorn or scoff at anything that had to do with religion and brand them as communal or retrograde. As a result, there was no sustaining social force to keep the fire of pure materialism under check and even secularists of a Puritan Order came to feel the necessity of nurturing a moral or ethical code of conduct as the *sine qua non* of our well-being. A bent of mind in our young men and women to respect law and order and to observe the rudiments of etiquette in behaviours throughout their careers needs to be created and there is no agency as religion to fulfil this in an exact measure.

Great thinkers in education and those who are in the vanguard of this activity and last but not least the government in power owe the nation to afford a religious bias for education and prepare and present a syllabus therefor, worthy of adoption in all the schools and colleges. A valuable experiment in this direction was reported to have been made by Margaret Barr in Gokhale Memorial Girls' High School, Calcutta. Treatises on the ancient philosophies of thought and

practice, stories and parables from the 'Panchathantra', 'Hitopadesa' and the like, anecdotes and biographies concerning the lives of Buddha, Mohamad and Jesus, life-sketches of Tagore, Gandhi, Vinoba, Vallalar and a host of seers and saints who have made history in their respective realms of action above parochial, communal and sectarian sentiments would surely and conveniently form a syllabus for the moral instruction class.

Any system of education can hold good and enrich society only if it is placed in the ablest of hands in execution. The role of a teacher in the moulding of fit citizens of a Welfare State goes without saying. Alfred the Great is reported to have said : Knowledge is power ; and power is never good except he be good that hath it. Keay, in his book on Indian Education, has this to offer : "In India it is the teacher rather than the institution that is prominent and the same affection and reverence that a Western student has for his 'alma mater' is in India bestowed with a life-long devotion upon the teacher". So that much he needs be on the alert and be alive to the problem he has to solve. Apart from his high talents and powers of tutelage, he should be one who can command influence and shape the destinies of young men put under his care and guidance. He needs necessarily be an exemplar of highest virtues and moral restraint and capable of just action. Preferable and payable it would be if he resides amidst his pupils as is the case with residential institutions.

In all, it is my fond hope and prayer that all concerned would see to it that education doth supply that 'completeness' or 'wholesomeness' to life which is not now there and that they would help to train and send away matriculates and graduates robust in body and spirit. As to a hint on how this can be fructified we can turn to the Shantiniketan, the Ramakrishna Mission and institutions of this type which have contributions, far-reaching and worthy, to make in this direction. No view of life would be regarded as adequate which did not rest ultimately on a spiritual basis and hence in education it is regarded as essential that a pupil's life should be lived in a religious environment and permeated by religious ideals. "There can be no doubt, however, that the dvelopment of India's future educational ideals will not be governed solely by Western educational thought and practice, and in education as in all other phases of social life a mingling of East and West is not only inevitable but desirable". Thus a deliberate bid for a religious or moral bias in education is the panacea for all the ills we suffer under and it is upto everyone to take up the challenge and show it off, true to our national honour and prestige. Let me conclude this with the words of Dr. S. Radhakrishnan laid as postscript in his book on Religion and Society : "Bearing ourselves humbly before God, conscious that we serve an unfolding purpose, let us brace ourselves to the task and so bear ourselves in this great hour of our history as worthy servants of the ageless spirit of India."

THE AIM OF SECONDARY EDUCATION

Sri N. SHANMUGAM, M.A., B.T.,
Lecturer in Social Studies, Sri Ramakrishna Mission Vidyalaya Teachers' College, Perianayakanpalayam.

To educate is to draw out, cultivate and develop the inner talents of a person. It is not as if we are going to give him something new, but simply give a proper form and shape to them. "Education is the manifestation of the perfection already in man", said Swami Vivekananda. It is just like a spring in which water comes up again and again as we take out a little. Everyone is endowed with a certain amount of intelligence and the difference in people's intelligence depends on the degree and extent to which they sharpen it in several ways.

Man is essentially found to be superior because he has the power to think and reason out. In the Sanskrit language, the word "*Man*" (to be pronounced as in '*Mun*dane') means 'to think'. Thinking is naturally the characteristic of a cultivated mind—Animals will react at once; but not man. To him there is something which is above and beyond the physical senses. He studies, weighs and then reacts. There, reaction is governed by impulse; but here, it is directed by intelligence. This is innate because man is an evolved being and this evolution is further enhanced and enriched in content and value by education.

History has never harangued the existence of man as a single solitary soul, but has always glorified the gregariousness of humanity. Man has always found solace and security in society and not in solitude. Human mind has always been possessed of that adhesive instinct. To live with others requires great effort on one's part. Living itself is an art and one has to have some knowledge of the elementary things about the ways in which the group behaves and the ways in which the individual can behave.

It is a question of sharing of traditions. Then comes sharing of interests—a mutual give and take, because we have to continue to exist together. Life on this planet has always been an eternal battle fought on three sides with the human being in the centre and nature, society and himself (meaning his inner-self) at the periphery—two external and one internal agencies to be combated. It has been a question of eternal adjustment. Mr. John Dewey, the famous educationist observed while defining Democracy that "What a person is is in as much as he is in association with others". To be in close communion with others is always a testing ground for a person—a test for his integrity and character. Conduct is what you are in the open and character is what you are in the dark. The real person in us gets revealed when our actions are conditioned by the thought that though we remain unseen externally, our conscience which is God's presence in us, is a silent witness. All our actions arise out of our different kinds of relationship with those around us and the relationships which are closer to us are those of our family. Hence it is quite necessary that every person, even as he expects his family to take care of him, should also realise his responsibility to contribute what little he can towards its maintenance and improvement. It is action that makes one's life useful and interesting. 'The idle man's mind is a devil's workshop' as the saying goes. That portion of the day when we feel we have no work on hand, we call as leisure time. Even this period should be utilised since we have no right to be idle, and waste away our God given talents, as testified by Milton's word and work. Cicero said "What is leisure but a change of

work ? " We must be employed—call it by any name, work, hobby, pastime, recreation etc. Action characterised by a sense of pleasure is known as hobby ; the same when characterised by a sense of responsibility and results in producing an article of utility, becomes work or labour. All inventions originally started off only as hobbies. The very word 'Man' denotes strength which goes with the existence of a sound body. If wealth is lost, something is lost ; but if health is lost, everything is lost. These are the fundamental things which every one should know to lead a good, useful and successful life and they can be listed us under :—

(a) Knowledge of the fundamental processes.
(b) Good Citizenship.
(c) Proper use of leisure time.
(d) Ethical character.
(e) Sound health.
(f) Worthy Home membership.
(g) Vocational efficiency.

If these are the qualities which go to distinguish a man or a woman, then the fostering of these must be the aim or aims of any education worth its name. Then the next question turns out to be as to when we have to provide this education which is a total process of learning. This learning commences from the moment the child becomes vocal to the moment when he becomes a silent, still spectator of the world around him, of which he was once a part. These ideas and ideals should be developed by degrees. The need may be the same, but the dosage has got to be different.

Education should be graded according to the stages of growth and we call it as Primary, Secondary and University education. According to Froebel, human growth can be compared to the growth of natural species. A tender sapling needs protections in its early days from the onslaught of animals like goats, asses, etc., which will eat them away. But sometime later when they catch root and begin to grow, they need proper direction i.e. we have to give some support, so that it may grow straight without any inhibitions and direct it to grow in such a way as to be helpful to itself and also to others. Similarly, the infant and the child need protection. But the boy, the adolescent needs approbation, guidance and direction. The earlier sense of fear gives place to a thirst for action, an enthusiasm to achieve something new, and an energy that knows no limits. Anything that is of some value and utility is like that because it has been controlled and made to function within a particular framework. Brute energy is always boisterous. But the same when bounded becomes beautiful.

All planners of education should take note of the change that has overcome the youth during that transitional period, both on the physical and mental planes. Shyness and shabbiness set in. A novel type of curiosity crops up. There is a sense of awakening. There is a sense of assertion, urge for action, and an appetite for appreciation. There is a growing desire to wipe off the inner complexes which have stealthily set in, by a showing off of the talents in such a way as to prove his claim to win some recognition. This is a stage when we will not be accepted in the home. He will be dubbed as inferior or impertinent. He can be developed in the school if it succeeds in creating healthy home conditions within its compus. But the home conditions reproduced in the school should not be repulsive or reminiscent of the trying conditions in his own home. It is here that we find the need or importance of the teacher to have personal contacts with the homes.

The secondary level — S.S.L.C. is a terminal point. The student must reach it in good circumstances, through good means. There should be someone also at that point who will guide him as to his next move. He should also feel confident to step out of the terminal. Since there is the shock waiting for him when he enters life, he must attend to them even while

at school, by being given a taste of those experiences in small doses. If education is preparation for life, then we should give him practical experiences of actual life situations; but they should be necessarily related to his own experiences, past and present. Only then the experiences which we provide will be meaningful.

Hence, Secondary education should be more practical, provide greater opportunities for independent thinking, increased scope for original effort, closer contact with actual life situations and above all more consideration for his needs and interests. However much we may advocate the cause of Democracy in Education, the role of the teacher cannot be minimised. His position and the influence he should exert will be something similar to that of the upper chamber in the Legislature.

TEACHER TENURE LAWS IN THE UNITED STATES

Tenure laws contribute significantly to the security of employment of classroom teachers, principals, and other school personnel.

The basic purpose of tenure legislation is to protect teachers who have successfully completed their probationary period from unjust dismissal for unfounded personal, political, or religious reasons, during competent performance of their duties and good behavior. At the same time, these laws provide for orderly dismissal from the school system of teachers who are clearly incompetent professionally, or whose conduct is proved to be inimical to the best interests of the schools and the pupils they serve.

Contrary to some concepts, tenure laws do not guarantee permanent employment or absolute rights to their positions to those school employees who have acquired tenure status. Rather, these laws require school boards to follow prescribed procedures before removing or dismissing employees, and provide that termination of employment be based on legally sufficient grounds. Moreover, legislatures may amend or even repeal tenure laws.

A tenure law may be defined as one which (a) provides for continuing employment of teachers who, under its terms, have acquired permanent, tenure, or continuing contract status; and (b) requires boards to comply with prescribed procedural provisions of notice, statement of charges, and right to a hearing before a tenure teacher can be dismissed, or before non-renewal of the teacher's contract of employment can be effective.

To be sure, some tenure laws are so drafted as to better safeguard teachers against unfair dismissal than others. Those laws which contain specific provisions with respect to dismissal both during and at the end of the school year or the contract term, and which detail as well the causes for discharge, and the step-by-step procedures to be observed when dismissal of a teacher is contemplated, not only make *it* clear to all concerned what the teacher's rights are, but often avoid the necessity of resorting to the courts for an interpretation of the law.

To be differentiated from the tenure law is another kind of law in force in some states—the continuing contract law of the Spring notification type. Such a law lacks the essential provisions of notice, statement of charges, and right of hearing before a teacher's employment can be terminated; it requires only that the teacher be given advance notice of non-renewal of his employment contract, and ordinarily no reasons need be furnished. Under

statutory provisions of this kind, the teaching contract is automatically renewed for the ensuing school year unless notice to the contrary is received by a specified date.

At the start of the 1960-61 school year, tenure laws were in effect in 37 states, either on a state-wide basis, or in certain designated areas only. Continuing contract laws of the Spring notification type, or annual or long-term contract provisions prevailed in the remaining 13 states.

Tenure laws share certain common characteristics in their essential aspects, although there are variations from state to state. These are the salient provisions :

EMPLOYEES COVERED

In general, tenure laws include not only classroom teachers, but also supervisors, principals, and other school personnel. The types of employees covered are specifically mentioned in many laws, while the language in some is more general, covering all certified school employees. A few statutes extend tenure status to classroom teachers alone, or only to teachers and principals. Twelve laws explicitly include superintendents, but in five others, they are definitely excluded.

PROBATIONARY PERIOD

All but two tenure laws require that a probationary period be served.

The probationary period most favored is three years. At least 35 laws, state-wide or local in application, specify this period of service before granting tenure rights. In Connecticut, Ohio and Kentucky, the required probationary periods are shortened for teachers who have had tenure in another district ; while in Pennsylvania, tenure teachers need not serve another probationary period in a new district.

The majority of the laws require the superintendent to recommended the teacher for tenure status at the end of the probationary period. In some jurisdictions, however, tenure follows automatically where no notice of discharge is given at the end of the probationary period.

CAUSES FOR DISMISSAL

Provisions concerned with legally sufficient causes for dismissal follow one of three general types. One enumerates specific causes ; the second lists specific causes with the added phrase, " and for other good and just cause, " or similar language ; the third type provides merely for dismissal " for cause " with or without modifying words such as " good, " " just, " or " reasonable. " In addition to these approaches, a few provisions fail to mention grounds for termination of employment of tenure teachers.

These differences in statutory language can result in varying interpretations by the courts, even where specific reasons for dismissal of a teacher may be the same. On the whole, tenure laws containing specific provisions on which dismissal of permanent teachers may legally be based provide greater protection against unfair dismissal than those which merely indicate dismissal for cause.

When the provisions dealing with causes for dismissal are compared, they reveal the following :

For the most part, the statutes spell out the causes for dismissal, although at present, 12 tenure provisions contain no specific causes beyond the statutory language, " for cause, " with or without the modifying adjectives. " good, " " just, " or " reasonable. "

While the grounds justifying dismissal vary widely from one law to the next, either in substance or in precise language, the most usual causes written into the laws, in order of frequency of appearance, are immorality or immoral conduct, incompetency, insubordination, inefficiency, persistent violation or refusal to obey school board rules, and neglect of duty.

Most tenure laws provide for dismissal due to such contingencies as reduced pupil enrolment, abolition of position, or reduction of teaching staff due to economies; a number of them outline the manner in which reductions in force and re-employment may take place, giving preference to teachers with seniority.

The National Education Association Committee on Tenure and Academic Freedom, recommends a minimum of nine essentials to a proper and fair school board hearing for inclusion in tenure laws which lack detailed procedures: (a) adequate notice and statement of charges, (b) presence of counsel, (c) testimony of witnesses under oath or affirmation, (d) right to subpoena witnesses, (e) restriction of evidence to charges, (f) right to argument on evidence and law, (g) stenographic transcripts of evidence and argument, (h) consideration of evidence and argument by the entire school board, and (i) vote of at least a majority of the entire school board.

When tenure laws prevail, dismissal of teachers who have acquired tenure status must follow the prescribed statutory procedures. Usual provisions require that notice of contemplated dismissal be given in advance of a hearing or in advance of dismissal. Most often, 30 days' advance notice must be given, but the period may be as short as 5 or 10 days, or as long as 45 days in some jurisdictions. Several laws require only that reasonable notice be given. Under some provisions, the notice must contain a statement of charges, while others entitle the teacher to request a statement of reasons for dismissal. Virtually every tenure law mandates that written notice be delivered to the teacher personally, or that it be sent by registered mail.

The more customary provision gives the teacher the right to request a hearing, although in some states a hearing must be held before discharge even without request. Commonly, too, the hearing must be held within a prescribed time limit, with the choice of public or private proceedings left to the teacher. Only a few laws expressly provide that the hearing must be confined to the charges on which dismissal is sought. The most usual specific provisions to be found are right of counsel and presence of witesses, with testimony generally required to be under oath; the requirement that a transcript of the hearing be made is a feature contained in a number of the laws.

In many jurisdictions, the tenure laws permit teachers to appeal against unfavourable decisions of local boards or higher educational authorities to the courts, although the scope of judicial review and the type of proceeding available are circumscribed by the controlling tenure provision. But even in those states where the statutes declare that local board or higher administrative decisions are final, under common-law principles, judicial appeal is not foreclosed where bad faith, fraud, or abuse of authority or discretion on the part of the school board is shown.

There appears to be little doubt that fair and equitable tenure legislation contribute to the security and certainty of employment of professionally qualified and competent teachers. Although great strides have been made in the past quarter century in securing effective tenure laws, legal safeguards to give teachers this security have yet to be enacted in the 13 states which have no tenure legislation. In other states, tenure laws need to be modified or strengthened so that their objectives are fully realized.

—(*Panorama*, Vol III, No. 2).

GREAT-BOOKS DISCUSSIONS STIMULATE SPIRIT OF INQUIRY

In the rising surge of education for literate adults that has swept over the United States in recent years, by no means all studies are motivated by desire for vocational advancement or professional improvement. Millions are enrolled in formal academic courses, but there is also a growing tendency for people to join in activities that yield no academic credit but give participants new understanding of art, literature, and other cultural subjects.

Many of those seeking cultural nourishment and mental stimulation join voluntary, non-credit discussion-group courses, of which the largest and best known is the programme sponsored by the Great Books Foundation.

The foundation's purpose is to foster adult liberal education through encouraging people to read books which embody much of the world's intellectual traditions and then to meet together to discuss the fundamental ideas and issues found in these great books.

During the first year, group participants read works by Plato, Sophocles, Plutarch, Machiavelli, Shakespeare, Milton, Tocqueville, Thoreau, Tolstoy, and others. Among readings for succeeding years are works by Homer, St. Augustine, Darwin, Dante, Confucius, Kant, Goethe, Montaigne, St. Thomas Aquinas, Voltaire, Freud, Nietzsche, Kierkegaard, Einstein, Dostoyevsky, and the *Bhagavad-Gita* and certain books of the Old and New Testaments.

A non-profit organisation, with headquarters in Chicago, the Great Books Foundation is financed in part through the sale of sets of its paper-bound books and contributions from private donors. Over the years, it has received additional income from philanthropic organisations. Participation in the discussion groups is free ; members pay no fees and, though purchase of the inexpensive boxed sets of readings is encouraged, it is not mandatory. There are no educational requirements for enrolment, beyond ability to read. Neighbourhood libraries, church organisations, and schools often help set up the discussion groups and offer space for the meetings.

An average group numbers about fifteen persons and meets for two hours every other week. Two volunteers, trained by the foundation, lead the discussion. By asking questions, not by lecturing, they stimulate the conversation in which all participants join as equals. Sixteen works are discussed each year, and the foundation has so far published readings for eight years of the programme.

Formed on its present basis in 1947, the foundation stems from a troop-training programme initiated by the late Professor John Erskine of Columbia University when he was head of an American Study Centre at Dijon, France, during World War I. In the nineteen thirties, educationists Robert M. Hutchins and Mortimer Adler of the University of Chicago helped adapt the concept to civilian life. St. John's College in Annapolis, Maryland, adopted the idea and its methods in 1937, and the St. John's curriculum today centres on a study of 133 great books combined with four years of study of a language, mathematics, and laboratory sciences.

In 1960, some 45,000 people participated in the foundation's Great Books programme. In Canada, Germany, and other countries, as well as throughout the fifty U.S. states, more than three thousand groups held discussions.

Who are the men and women who make up these groups ? They come from many walks of life. Some have had little formal schooling ; others hold

several degrees. Most have had at least some college education. The majority are between 35 and 55 years of age, and many husbands and wives enroll together. Current membership includes college professors, housewives, mothers, clerks, farmers, and businessmen, all the professions and a wide range of trades. All participants in the discussions are on an equal footing, regardless of educational background or professional status.

In these discussions, the participants stretch their minds in serious study of the great minds of the past. They gain new insights from the interpretations and views of others in the group —as Herodotus said: "It is impossible, if no more than one opinion is uttered, to make choice of the best...." Through developing the capacity and habit of independent thought, they acquire a shield against the pressures that conformity often exerts upon the individual, and, as adults, they find experience has increased the extent to which they can relate the ideas and issues under discussion to their daily life.

For its motto the foundation has taken these words by Thoreau:

"It is time that we had uncommon schools, that we did not leave off our education when we begin to be men and women. It is time that villages were universities, and their elder inhabitants the fellows of universities...." — (U.S.I.S.)

TEACHING OF ENGLISH AS A SECOND LANGUAGE

BARBARA VEREKER,

London Journalist and Commentator on Social Affairs.

"It has recently been said that one of the dominant forces of today, almost everywhere — at both the personal and the national level — is a passionate and insatiable demand for edusation," observed Mr. Michael Grant, President and Vice-Chancellor of the Queen's University of Belfast, at a conference held in Kampala, Uganda. He said one of the biggest single educational undertakings in the world today was the teaching and learning of English.

The conference, at which Mr. Grant was acting as chairman, was the Commonwealth Conference on the Teaching of English as a Second Language, held at Makerere College, Uganda, in January this year. It was attended by representatives from 23 Commonwealth countries, and observers were present from countries including the United States and the Republic of Sudan, UNESCO, and the staff of the United Kingdom Commissioner for South-East Asia. They included members of the teaching staffs of universities, training colleges and schools; inspectors of education and others concerned with educational administration and cultural relations; and also specialists in audio-visual aids — including broadcasting — and publications.

They were present not as government delegates, but in their individual capacities as persons with special knowledge of the subject. As Mr. Grant pointed out, they were in the somewhat unusual position of not being concerned in any way with politics, nor could there be any question of their efforts attempting to supersede, weaken or dilute any of the cultures of Asia or Africa.

RAISING TEACHING EFFICIENCY

The place of English varies in different Commonwealth countries from

that of sole mother tongue to that of first foreign language, with many subtle graduations between these two extremes. For some years to come, it will be the common language of technology and commerce and of public and professional life throughout the Commonwealth, as well as being the easiest medium of communication with many foreign countries.

One of the chief aims of the conference, whose report has just been published, was to discuss ways and means of increasing the efficiency of the teaching of English as a second language at all levels, and in accordance with the needs and wishes of the countries concerned. Before the conference opened, a number of papers dealing with certain basic considerations were prepared by specialists from many parts of the Commonwealth as background material for more detailed discussion of particular aspects.

One of the chief needs at the moment is an increase in the number of adequately trained teachers ; and although the ultimate aim is to provide at all levels qualified teachers who are indigenous to the country in which the teaching takes place, expatriate teachers from the English-speaking countries will be needed for many years to overcome the scarcity of qualified teachers in many of the countries where English is not the mother tongue. They will be employed increasingly as teacher-trainers or university lecturers rather than as teachers in the schools.

There is also an urgent need for more teaching materials such as simply-illustrated reading matter in English, including periodicals, for people whose literacy in the language is not of a high standard. The conference also drew attention to the importance of radio for the teaching of English, and to the possible use of television. Syllabuses should cater for the four fundamental skills — listening, speaking, reading, and writing — and the conference considered the various types of examination and the best methods of approach to them.

MEDIUM OF INSTRUCTION

English is introduced as a medium of instruction for a variety of reasons and at different stages of educational systems. Where it is considered that the language of the child's own country can continue to widen the range of his experience, there may be no need to introduce English until a later stage of his development. Usually when English has been introduced, the decision has been taken with an eye on what, for the child, is a distant target : the demands of future employment, success in later examinations, and ultimate profit from later opportunities for educational advance.

At the moment, some of those from Commonwealth countries selected for courses at Universities and similar institutions at which English is the teaching language do not always have sufficient command of English to enable them wholly to follow and understand lectures and other forms of tuition. Students and prospective students in this category form an important social group and for them, as for all other people in the Commonwealth, the purpose of teaching English is that they may, through the medium of language, gain access to what a wider international society has to offer. — (B. I. S.)

Appeal : Contribute to the funds of the S.I.T.U. as much as you can.

DAILY RECORD OF A CASE HISTORY

S. JAGANNATHAN, Saidapet.

(*Continued from previous issue*)

Y. M. D.

1 0 1 Looks at the front page newspaper and says பாப்பா Asks for peppermints from his brother by the sign of tasting it and sounding 'ap'. Looks up and attempts to raise himself so as to reach a sacred ash tray, purposely kept above so, as to be beyond his reach. Knocks at the door when it it is closed and bolted. Brings the point only for scribbling with pencil. Holds it right on some occasion—at other times horizontally. says நன்ஞெ after tasting a sweet cake வெல்லக்கோணை சீப்பி.

1 0 2 Says நன்ஞெ after eating rusk, curry or rice which he is just tasting, finding palatable. Gets into the low easy chair himself. Laughs at sneezing. Holds chalk in two positions and scribbles. Imtates brother cleaning teeth. At the words cradle, sleep or rock the cradle starts லொள லொள ஆயி. When anyone talks about light or sees one, starts saying 'ஜட்' very softely.

1 0 3 Cries if not taken out beyond the street pavement.

1 0 4 டாடா தாதா, இத்தே, இத்தோ, ஞை ஞை, மாமா
Plenty of baby talk in the day. Puts one wooden toy over the other successfully. Lets off the attempt after some time. When a book is taken away from him, turns to some other activity. Plays with cycle. Puts the fruit bought in the bazar into the bag. Says மாமா number of times.

1 0 5 Takes rice willingly. Says அப்பா! அம் as he takes a mouthful. Pushes the baby cart rapidly and smilingly. Puts spoon into the tumbler. When asked to give the spoon to father looks at him only, but doesn't give the spoon.
அஜ் ஜூ ஜூ —lies on his face. Two hands stretched fully sideways. (2) Turns to right and lies on right side of the body.
தாத்தா —also இன்னும் after drinking a spoon of Glucose. Puts wooden toys into the box. But more often throws them out.

1 0 6 Repeats தூ தூ in imitation of mother saying it for warding off evil and with incence in her hand. Feeling shy at a new-comer. Applies a stay order to his activity.

1 0 7 Gets used to the new-comer. Resumes activity (Chandra). Goes one bench to another in standing posture. Hits one pencil with another holding one on either hand. Stands with his back at the wall says இத்தே இத்தே.

1 0 8 தாத்தும், தாத்தா fonding சகா இந்தா an addition to vocabulary. The cock crowing makes noise with throat.

1 0 9 Plays hide and seek on one side of the screen looking and hiding both ways and

Y. M. D.

holding to the rods in the screen. Raises his feet and reaches a plate if it is beyond his reach on a bench. Raises on his feet to wind the rotating wood carvings in the back of the chair.

Winding them to hear the noise. Already used to one tooth on the upper side towards the right also 2 biting teeth.

Dislikes stopping on the way while being out. Shows dislike by a cry.

1 0 10 While moving about the rough pavement in the back yard, raises knees and buttocks, using only feet. Claps hands while standing with his back to wall.

1 0 11 Stands by himself on certain occasions without support, but only for a very few seconds. A wooden toy he uses, is made to stand. Puts it with head down — only trial.

Inserts a foot rule through a groove in the cot and lets it go. Takes a foot rule and repeats this process — shows signs of fear at a rag sparrow, runs after a real sparrow.

1 0 12 Draws well indeed on a brick floor with மாக்கல் Looks at the red glass in the cycle hind wheel and calls it லைட் — Repeats inserting foot rule in cot groove. Looks up at the plantains on the tree when 'plantain' is said. Goes round and round at the door way and enjoys it. While removed from scribbling at the door to another place, runs to the door again to resume his work.

1 0 13 Scribbles on the grey plywood screen with மாக்கல்

Y. M. D.

Fears cocoanut fibre — Plays hide and seek at the screen—Walks along the wall with hands at it, saying அத்தா The word பூச்சி itself brings with it a sign of fear. Anything with the name of பூச்சி is enough to instil fear. But not very much afraid so as to make him run away cold — cough.

1 0 14 Cold — Cough and fever at night. Puts one wooden toy over the other — shows father's shirt.

1 0 15 To hospital — Blows the country reed trumpet. Loudly and continuously at short intervals — successfully — Repeats — தபா...ரா ...திபா repeated number of times. Uses reed, brass and tin whistles — Prostrates on floor just like father before wall pictures in pooja. Calls picture பாபா — kisses it—Lies on it as a sign of bowing.

1 0 16 Moves away a few inches from the place of urination. Opens an closes a greasy hand — Feels easy when hand is rubbed and cleaned well.

1 0 17 Looks at brother's photo — Calls it அண்ணு when taught. Attempt at keeping a wooden toy stand. Tries upside down. Keeps firm hold and places it firm on floor—Hand does not keep steady in the attempt.

1 0 18 Says 'Brother' by himself while looking at B's photo. Walks along wall himself standing and supporting by wall. Walks round easy chair by holding on to the frame all through. Likes play with kids. Pulls tail, hair, enjoys — and to run after a cock, close to the pial

Y. M. D.

pavement. Drops a reed whistle and a plywood lid through the cot groove — looks through, takes them both and repeats. Looks at his ring when asked to show his ring.

1 0 19 Says காக்கா clearly and frequently. Looks at umbrella when asked to show it.

1 0 20 Reveals understanding of rain by looking at it. When asked to give 'தா' a red pencil, with hands stretched, gives it. When asked to say 'தா' stretches hands merely. When தோ தோ is said of a dog running in front repeats தோ தோ by looking at it.

From within the house makes noise of a cock as he hears the same from the street.

Points to the embroidery designs in his garment when he is asked to show a flower. Keeps standing for more time, (up to a minute) — himself with no support. Repeats it. Points to ring on the other hand when asked to say "இன்னும் ஒன்று மோதிரம் காட்டு' Calls a dog 'வா வா"

— Increased activity seen. Runs along the pavement to next house.

Puts one tomato over the other — gathers all the tomatoes to the winnow — But does not allow father to do it. Also snatches the winnow for scattering them.

1 0 21 Removes the lid from the kettle and replaces it. Again correctly with the knob upwards. Repeats opening and closing with the knob upwards sometimes கி, கே கே— [Says வித்தே in the following cases — Standing — piling one over the other,

Y. M. D.

Reaching a thing raising hands — Making a toy stand — Standing and clapping — Hitting one pencil with another — Walking along the wall.

Is able to stand for more time (a minute and over) saying வித்தே வித்தே Keeping balance and getting steadier while standing.

Makes the noise of a motor பிர்ர் — Hides behind sister and plays — Wants company in play and enjoys the same with a hearty laughter.

1 0 22 Stands very steady and for a longer time more than a minute. Calling people வா வா and clapping hands at the same time. He is pleased at his own achievement. There is joy in his face — Speech activity on the increase — இன்னுன்னு Beckons to others naturally by waving both hands.

1 0 23 Stands automatically — Shakes the umbrella ribs while going out — Turns the clip.

Does not like to be told பூச்சி or அம்மா தாயே Reports சும் — Stretches hands for தா naturally. Draws crow on floor with chalk. Impressions boldly formed. Cries கா கா for the cry of a crow. Stands erect on knees — says வித்தே வித்தே — while folding a pillow — Laughs out heartily — Enjoys his own free play performances — New sounds burst from lips இதோ இத்தே while scribbling or at play as if drawing attention to his performances. Wants to play with 'Sai Baba' doll — Cries when doll is removed — softened by giving a doll (celluloid).

Y. M. D.

1 0 24 Drew கா கா with chalk throughout the floor saying கா கா all the time — set one foot forward, while standing for the first time. But sat down. Takes interest in playing by himself with a towel. Hides face, opens it — As we laugh, feels overjoyed. Beats bench and cot with both hands — Goes up the slide, but not slide down.

1 0 25 Holds Ganesh umbrella over his head and plays.

1 0 26 Points to his chain when asked to show it. Put into his mouth a seed of orange : Father sees it — Runs away. But when followed and asked to spit, spits. Making toys stand — விக்கே — Concentrates for 2 minutes. Not tired of failures, Brings away thumb and first finger very carefully without touching the toy.
Imitates brother smearing oil and father cleaning teeth. Puts wooden toys one over the other — Successfully 2 or 3 at a time.
Says கோ கோ while seeing a cock on the road. Throws pillows from cradle on the floor. Again puts them inside. Hides face with towel, claps hands and plays.

1 0 27 Building up toys, Drawing crow — Making wooden toys stand up — Repeated — Brings toes to mouth and bites. Looks at the moon and calls it வா வா in addition to gesture with hand. Loves play 'Hide and seek' [Hiding near brother and laughing at sister while she looks back]. As he walks along the wall raises feet to reach the picture and Calendar-sheets hanging there.
Puts 5 wooden toys one over the other — while doing so looks up to father for approval and encouragement and guidance. Puts an onion in a basin — one tin over another biscuit or Asafoetida tin and says விக்கே விக்கே

1 0 28 Hears the clock's tick tick and says tick tick. Gets into easy chair and stands there. Makes the wooden toy stand on the sloping canvas and lo ! it falls down.
Makes a toy stand on the slide in the pial also. Fails there too. Sees a chalk and says. காக்கா [Name by its use.]
Rolls a glucose tin, follows it up to door-way — Rolls it again as he returns from door-way.

1 0 29 Pushes a cart very easily and quickly — என்ன ? வாவா, காகா Repeated at a stretch.
Very friendly with a visitor (Devaki) Raises buttocks. Brings face close to floor and sees sideways.

1 0 30 Stands by himself for first time without support. Desires to play on sand. Resists when taken up in arms for home — Feels sand — plays in sand, licks sand — Walks on a few steps by getting hold of a stick held by mother. Winking of eyes seen — Opens and shuts pial window easily and frequently walking along the walls and holding the window bars.

1 0 31 Calls plantain on the tree ஆகா — Pushes the baby cart himself. Looks at flower seller — Touches his basket — Rotates cycle pedal. Two steps forward in walking while standing by himself.

(Y = Year, M = Month, D = Date.)

SOVIET VILLAGE SCHOOL TEACHER

MATVEI SAZONOV

Assistant Professor, Krupskaya Teacher Training Institute, Moscow

There are 1,900,000 school teachers in the Soviet Union. Half of them teach in rural school, playing an important role in raising the cultural standards of the rural population.

The Soviet Government highly appreciates the work of village teachers. Tens of thousands of them have been awarded orders and medals of the Soviet Union, many bear the honorary title of Merited Teacher. Many teachers of village schools have been elected Deputies to the USSR Supreme Soviet as well as to the Supreme Soviets of the Union Republics. Tens of thousands of them are Deputies to the village, district, city, regional and territorial Soviets of Working People's Deputies.

NUMEROUS BENEFITS

The Soviet Government displays great concern for the well-being of the rural school teacher and gives him numerous benefits. All village teachers are provided with living quarters and communal services. Those willing to build their own houses receive plots of land free of charge and for use in perpetuity, long-term loans and building materials. That is why many village teachers have their own houses with orchards and vegetable gardens.

The trade union of educational workers spends large sums of money on teachers and their children, providing them with accommodations at rest homes and sanatoria, and organising summer camps for their children. Some of the children are sent to children's sanatorium-type forest schools. Much money is spent also on cultural services for village teachers.

A TYPICAL SCHOOL

We visited a secondary school in Chobotovo, not far from Moscow. More than 700 girls and boys study at this school. It has a teaching staff of 40 people. They all have a specialised education. The school has different study rooms, laboratories, workshops and a large garden. Vladimir Atarov, the school principal, told us about the living conditions of the teachers.

Five houses were built for the teachers by the school. Eight teachers built their own houses. All the teachers have comfortable, well-furnished apartments. They all have radio and TV sets. One of the teachers has his own car ; several others have motorcycles.

Each teacher has his private library which he constantly replenishes with new additions of fiction and educational literature. These libraries contain books on teaching methods, political, scientific and reference literature, dictionaries, encyclopaedias and reference books as well as fiction. Most of the teachers subscribe to complete works of their favourite writers. Every year the school provides 10 of its teachers with accommodations at rest homes and sanatoriums situated on the Black Sea Coast, in the Caucasus, on the Baltic Coast, on the Volga, in the Urals and elsewhere.

LIVING CONDITIONS

We interviewed Yevdokiya Stolyarova, one of the teachers at Chobotovo School. Here is what she told us about her life.

" I have taught Russian language and literature at Chobotovo school for more than 15 years, " she said. " My husband works at the editorial offices of our local newspaper. I have two sons, the elder is in the 7th grade and the younger is in the second. I earn more than 100 roubles a month and my husband gets 200. This is quite

sufficient to cover all our needs. After the war we decided to build our own house. The local Soviet gave us a plot of land free of charge. Besides, we received from the state a long-term loan (to be paid off in 10 years). Soon we finished building our house and paid off our loan. We have laid out an orchard around our home.

" We have four rooms : the boys bedroom, our bedroom, a study and a living room and a big kitchen. The money we earn makes it possible to keep our house and buy all the goods and clothing we need. We can also subscribe to books, newspapers and magazines, go to the movies and theatres. We buy 12 or 15 kg. of meat, 6 or 8 kilograms of butter a month for our family, to say nothing of such things as sugar, bread, milk, flour, macaroni, fruit and vegetables.

"We constantly buy new books for our library, which contains more than 1,000 volumes. Among our books are the complete works of the Russian classical writers Pushkin, Lermontov, Gogol, Tolstoi, Chekhov, Turgenev and Nekrasov and books by the Soviet writers Gorky, Mayakovsky, Sholokhov, Panfyorov, Katayev, Ostrovsky, and others. Besides, we have many works by foreign classical writers—Shakespeare, Goethe, Schiller, Heine, Hugo, Rabindranath Tagore, Zola, London, Cervantes, Balzac, Maupassant, Mark Twain, Jules Verne, and others. There are quite a number of books on education. All the members of our family are fond of viewing television.

" Last summer I was at a rest home. I paid seven roubles for my accommodation there which actually cost 30 roubles, the balance of 23 roubles was paid by the teachers' trade union. Both my sons spent their vacations at a summer Pioneer camp. We paid 9 roubles for each of them although the accommodation cost 30 roubles. In this case too the trade union took care of the rest. We often go to the capital to attend theatres and concerts and visit museums. This year half of our teachers got season tickets for concerts in Moscow. "

At the end of our interview Yevdokiya Stolyarova said that village teachers have every condition for fruitful work. They are devoting all their energy and knowledge to the work they love, to bringing up the younger generation.

FROM OUR ASSOCIATION

KSHATRIYA VIDHYASALA HIGH SCHOOL TEACHERS' ASSN. VIRUDHUNAGAR

For the current year 1961-62, Messrs. G. George, B.A., B.T., Headmaster, Baulıah Edwin, B.A., B.T., M. Ramasamy, P. P., were elected President, Secretary and Treasurer respectively. It was resolved to contribute Rs. 30 towards the fund for the free supply of books to poor pupils, sponsored by Sri S. A. S. Marimuthu Nadar, President of our managing board.

THE SOUTH INDIA TEACHERS' UNION

A meeting of the Executive Board of the South India Teachers' Union was held at 12-30 p.m. on Saturday the 1st July 1961 in the Office of the Union, with Rev. D. Thambusami, President of the Union, in the chair.

The following members were present:

Messrs. R. Bhuvarahan (Trichy), C. Ranganatha Aiyengar (Journal Secretary, S.I.T.U.), A. S. B. Philip (Convener, Vigilance Committee), C. M. Fazalur Rahmon (North Arcot), S. Ganapathi (Tanjore), E. Venkatesalu, (Coimbatore), V. D. Abraham (Tinneveli), S. Subba Rao (Salem), K. M. Rajagopalan, (North Arcot), P. T. Ramasami Mudaliar (Madras), N. Shanmugam (Madras), M. D. Srinivasachari (Secretary, Madras State Aided Secondary School Clerks' Association), S. Varadarajan (Chingleput), D. Sebastian (Ramnad), T. P. Srinivasavaradan, (Ex-President, Madras), S. D. Krishnamurthi Rao (Secretary, S. I. T. U.), V. Antonysamy, (Vice-President, S. I. T. U.), N. K. Venugopal, (Joint-Secretary, S. I. T. U.) and J. D. Muthiah, (Treasurer, S.I.T.U.)

The Rev. D. Thambusami in his opening remarks hoped that the co-operation of the members would enable him to carry on his work with success.

The minutes of the previous Board meeting held in Trichy on 10th May 1961 were read out by the Secretary and adopted.

Letters expressing inability to attend the meeting were received from Messrs. T. S. Balasubramaniam and A. M. Kanniappa Mudaliar.

The question of a representative from the S.I.T.U. Executive Board on the S.I.T.U. Publications Limited taking shares was discussed and it was resolved the clarification on the point should be obtained from the Secretary of the S.I.T.U. Publications Ltd.

The following members were elected to the working Committee:—

1. Mr. C. M. Fazalur Rahmon, (North Arcot).
2. Mr. S. Ganapathy (Tanjore).
3. Mr. D. Sebastian (Ramnad).
4. Mr. S. Varadarajan (Chingleput)
5. Mr. S. Subba Rao (Salem).

Mr. E. Venkatesalu was nominated by the President to the Working Committee of the S.I.T.U.

The position of the Clerks' Association getting affiliated to the Union was considered. Proposal to amend the Union rules would be brought before the next General Body Meeting.

Mr. S. Subba Rao, was nominated to the S.I.T.U. Council of Educational Research.

Messrs. V. Sundararajan & Co., were elected as Auditors for the year 1961-62 on a remuneration of Rs. 125.

Messrs. P. V. Ramaswami, B.A., L.T., of P. S. High School and T. S. Vaidyanahan of Hindu High School were appointed internal auditors for the year 1961-62.

It was resolved that the Education Week should be celebrated in the First half of September and the topic should be "Education and Third Five Year Plan".

It fas resolved that Rs. 91 should be sent to AIFEA Host Committee of the WCOTP Tenth Assembly in addition to Rs. 10 already remitted to enable the S. I. T. U. to send a delegate and it was also resolved that the President should select the delegate from among those who would offer to attend at their own expense.

It was resolved that attendance at meetings of the Executive Board and other committee meetings should be treated as on duty and that representation be made to the D.P.I. in this behalf.

The following sub-committee were appointed for considering :—

1. Ways and means of augmenting the Funds.
2. Amendments to Rules.
3. Running of the Journals.

The President, the Secretary, the Treasurer, the Journal Secretary, Mr. P. T. Ramasami Mudaliar and Mr. T. P. Srinivasavaradan.

Mr. V. B. Murthy was requested to continue as Office-Secretary. Mr. P. V. Ramasami and Mr. V. G. Rangachari were nominated to be Additional Journal Secretaries.

The Secretary of the Union was authorised to incur the full legal expenditure in connection with the suit against the tenant of the Golden Jubilee Building.

The next meeting of the Executive Board was resolved to be held at Coimbatore in October and it was resolved to invite the Presidents and Secretaries of all the District Teachers' Guilds to the Executive Board meeting.

Resolved that a deputation do wait on the Director of Public Instruction and Minister for Education for placing before them the resolutions passed at the 51st Madras State Educational Conference held at Tiruchirapalli in May 1961, at which the grievances of Teachers in the matter of fixation of pay and arrears should be emphasised

It was resolved that the Defence fund should be started again with the nucleus of Rs. 40 contributed by Sri S. Natarajan.

Permission was granted to the Director of Projects, S.I.T.U. Council of Educational Research, to conduct an experimental school in the Union premises.

The Executive Board placed an record the .services rendered by the retiring President Sri G. Krishnamurthy and other members dring the year.

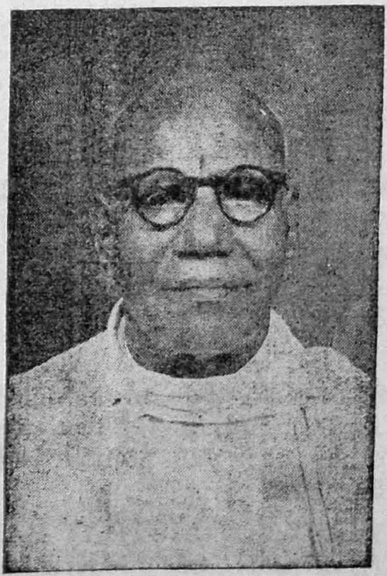
The Secretary was requested to represent to the authorities concerned that the delay in the supply of the S.S.L.C. Text books should not continue year after year and that this delay should not affect the pupils adversely.

With a vote of thanks to the Chair proposed by Sri P. T. Ramaswami Mudaliar, the meeting came to a close.

WORKING COMMITTEE MEETING

The newly constituted Working Committee met at 4 P.M. with Rev. D. Thambusami in the chair and the following items of business were transacted :

1. The Committee unanimously elected Mr. C. Ranganatha Aiyengar, as Journal Secretary.
2. The Union Budget was passed.
3. The budget for the Journal, 'The South Indian Teacher' and 'Balar Kalvi' was also passed.
4. Operation of Bank accounts :— It was resolved that the accounts of the Union be jointly operated upon by the Treasurer and the Secretary.



Sri C. Ranganatha Iyengar, M.A., L.T.
Journal Secretary.

NEWS AND NOTES

COMMONWEALTH TEACHER-TRAINING CENTRE

NEW DELHI CONFERENCE TO DISCUSS PROPOSAL

A Commonwealth teacher-training centre staffed by educationists from Commonwealth countries is to be discussed at the second Commonwealth Education Conference to be held in New Delhi next January.

The idea of the teacher-training centre — or, perhaps, more than one — was outlined briefly by Dr. V. S. Jha, director of the Commonwealth Education Liaison Unit, at a press conference in London on June 8. Dr. Jha had, earlier in the day, returned to London after an eight-month Commonwealth tour during which he visited 23 countries and territories.

Instructors for the centre or centres might be drawn from among leading educationists from perhaps six countries, with trainees from a similar or larger number of territories. One centre could, he suggested, be established in Africa to serve the interests of African territories. Another might be set up in a central area to serve the interests of Asian countries.

Dr. Jha said that during his tour he found great willingness in all Commonwealth countries to help others in education, even though their resources, in some instances, were comparatively poor. The West Indies, for instance, he said, had offered to place students from other Commonwealth countries in universities there. A two-way traffic of students between Commonwealth countries was made relatively easy through English being the chief language of instruction, he said.

— (B.I.S.)

OUR BOOKSHELF

1. SAMUDAYA VALARCHI NOOL: (Social Studies by S. Narasimhan in Tamil) for X Standard. Price Rs. 4.
2. PUDUMURAI VIGNANAM: (New Science Course in Tamil — by Sri T. P. Sreenivasavaradan and two others, for X Standard. Price Rs. 3.25.
3. NAVEENA GANITHA SARAM: (Essentials of Modern Mathematics in Tamil) by R. Narasimhachari, for X Standard. Price Rs. 2.60.
4. PUDUMURAI VIGNANAM: (New Science Course in Tamil) by Sri T. P. Srinivasavaradan and two others, for VI Standard. Price Rs. 1.75.
5. NAVEENA GANITHA SARAM: (Essentials of Modern Mathematics in Tamil) by R. Narasimhachari for VI std. Price Rs. 2.25.
6. MORE TALES OF ACHIEVEMENTS: By Rukmani Krishnaswami being Non-detailed Study for Standards VIII & IX. Price 75 nP.
7. EASTERN FEASTS AND FESTIVALS, BOOK NO. 1. For Standards VI & VII by Padmini Sen Gupta. Price 65 nP.

All the above books are the publications of Oxford University Press and are eminently suitable as class text books they having been written by experienced and well known teacher-authors.

ITALIC WRITING BOOK NO. 1. By David Horsbourgh. (Oxford University Press, Madras.) Price Re. 1.

This copy writing book for children is written on the principles of legibility, speed and fluency.

The pages in the book can be issued for practice in the first instance and later for copying.

ENGLISH LANGUAGE TEACHING TELEVISION : By S. Pit Gorder, English Language Unit. The British Council. (Orient Longmans Ltd).

This book is based on the material collected for a desertation presented after a year's work at the School of applied linguistics at the University of Edinburgh.

THE TECHNIQUES OF LANGUAGES OF TEACHING : By F. L. Billows. (Orient Longmans Ltd.) Price 15 sh. net.

This will be useful for the practising teacher who has had opportunities to see the work of the great many other teachers and has been engaged in training teachers for some years. Nothing in this book is based on theoretical considerations alone ; everything has been tried and most of it has been evolved in the class room.

ATHLETIC TECHNIQUES.

1. Running.
2. Keeping Fit.

(Educational Productions Ltd.) Price 2sh. 6d. each.

The two artistically brought out books contain instructions on the two subjects mentioned here.

V.O.C. JOURNAL OF EDUCATION : Teachers' College, Tuticorin. April 1961 issue. Annual Subscription Rs. 5. Single Copy Rs. 2. (Tri-Annual).

We congratulate the authorities of the College on bringing out the Journal named above for the dissemination of Educational topic mainly relating to teaching and research in teaching methods for the benefit of teachers both in service and under training. The Editor Sri K. Narayanan is a well-known Professor experienced in teaching methods — particularly English and is enthusiastic in starting Journals wherever he goes. May this Journal live long!

(C. R.)

EDUCATIONAL PRODUCTIONS LTD. WALLCHARTS :

(1) C 743. Geography. Map Projections.

This chart shows with large teaching diagrams the difference between Mercator, Conical Orthomorphic and Polar Stereographic Projections. A simple explanation of how these projections are constructed is also included. Advantages and disadvantages of each of these are discussed and explanations are included of Great Circles, Rhumb Line. Meridians and lines of Latitude and Longitude.

(2) C 753. Geography — Africa. Emergent Africa.

Two large maps of Africa show clearly the number of countries that have become independent since 1940. Brief notes are included on population, history and newly independent countries. One section of the chart is concerned with multi-racial societies and the problems which occur in different countries are discussed.

(3) Z 658. Zoology. Rabbit.

A general dissection of the animal shows the position of the alimentary system and the heart and also the main blood vessels of the neck. Separate drawings of the extended alimentary canal and of the male and female urinogenital systems are given.

(4) C 761. Handicrafts. Wood Boring Tools.

The chart illustrates the different patterns of bits and indicates their uses. It also shows the correct method of sharpening and how to set the tools correctly. Produced in collaboration with William Ridgway and Sons Limited.

(5) C 750. Products. Glass-fibre.

The chart describes the properties of Fibre Glass. It shows how it is made and several photographs illustrate the forms the finished product takes. A series of drawings also show the wide variety of uses for this material.

Produced in collaboration with Turner Brothers' Asbestos Co., Ltd., makers of Duraglass.

(6) C 718. Handcrafts. Knives for Handicraft Work.

The chart shows how to choose the correct blade for the job. It includes hints on using the knives and illustrates making paper stencils, lino cutting, bolsa modelling and marquetry.

Produced in collaboration with Dufay Limited, makers of X-acto Knives and Tools.

(7) C 760. Handicrafts — Machine Tools. The Shaping Machine.

The chart includes a large illustration of a Shaping machine with the most important parts labelled. Diagrams explain the quick return motion on the ram drive and also the adjustments necessary to obtain a feed forwards or backwards. The different types of cutting tools are shown for different purposes and various items are shown set up in the machine using the different movements of the table, ram and swivel head.

Produced in collaboration with Denfords Engineering Company Limited.

(Illustrative colour charts have been received in the office of the S. . T. U. and are exhibited).

LIST OF PUBLICATIONS RECEIVED

Receipt of the following publications is thankfully acknowledged :—

1. Commonwealth Today — No. 82. (Featuring the Exhibition).
2. V. O. C. Journal of Education — Teachers' College, Tuticorin — Vol. I — No. 1 — 1961.
3. Britain — an Official Hand-book —1961 Edition.
4. Teaching about the Orient — (UNESCO).
5. School Broadcasts — Madras-Tiruchi (Only to Nov. 1961).
6. -do- 1961-62.

Sri A. S. B. Philip, B.A., L.T.
Convener, Vigilance Committee.

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